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Abstract

The purpcse of this publicatien is tc help teachers identify the levels which children have attained in their thinking as they express their attitudes, values, and behaviors through oral language. Provided are (1) sample questions applicable tc varicus maturity levels to enable teachers tc gauge the level cf difficulty cf their classrocm questions, (2) typical responses frcm children for ascertaining the level of thinking demcnstrated by student classrccm questicns, and (3) suggested questions and responses tc illustrate the ways in which affective behaviors, attitudes, and values develcp. Teacher questions and sample student responses are given for each of five levels of pupil behavicr within the oral skills learning prccess--(1) receiving, (2) responding, (3) valuing, (4) organizing, and (5) characterizing by a value ccmplex. Also included are a chart illustrating the "meaning typical of commonly used affective terms measured against the taxoncmy continuum" (based upcn "Taxcncmy of Educational Cbjectives, The Classification of Educaticnal Goals, Handbock II: Affective Dcmain"), and biblicgraphies for teachers and pupils. (JM)

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# THE ART OF QUESTIONING IN ENGLISH

## Using Oral English as a Means of Communication in Developing Attitudes, Interests, and Values

TE 001 561

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# F O R E W O R D

The Art of Questioning in English has been prepared to help teachers identify the levels which children have attained in their thinking as they express their attitudes, values, and behaviors through use of oral language. The purposes of this publication include providing (1) suggested questions applicable to various maturity levels in the broad outline of the affective domain so that the teacher may more easily identify the levels of difficulty in questions asked of children in the classroom; (2) suggested responses from children so that the levels of thinking at which children may perform are illustrated, and (3) suggested questions and responses so that there can be a greater understanding of the way in which affective behaviors, attitudes, and values develop.

The framework of The Art of Questioning in English is based upon Taxonomy of Educational Objectives. The Classification of Educational Goals, Handbook II: Affective Domain. Although the basic outline of Handbook II was utilized, all of the examples and illustrative statments on the following pages are original.

It will be noted that although specific reference has been made to the behavorial objectives and educational goals as they are concerned with the Affective Domain, the concurrent development of the skills and understandings in the Cognitive Domain is certainly evident in the questioning.

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[1]David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, Taxonomy of Educational Objectives. The Classification of Educational Goals, Handbook II: Affective Domain (New York: David McKay, 1965).

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# I N T R O D U C T I O N

Oral language as a means of communication is a behavior that is learned and used in a social setting. It involves listening, speaking, and thinking skills. The degree of skill with which the child learns to use oral language is dependent upon the environment in which the child finds himself, the activities in which he participates, and the kinds of materials that he uses. Depth in language facility and conceptual development are based upon language usage. Therefore, until the child is able to use his language easily, he is limited in his ability to develop abstract concepts. It is the responsibility of the teacher to provide activities which lead to maximum development of all language skills.

In oral language, standard usage, courtesy, and intonation are necessary for optimum growth in oral communication. Basically, standard usage is learned by hearing and using standard language patterns. In addition to provision of a good model, it is often necessary for the teacher to guide pupils in developing an understanding of acceptable patterns and structure through meaning, reasoning, and pointing out of specific relationship. Use of courtesy is important in language usage. Language habits are often based on a feeling for other persons rather than on structure alone. Lastly, intonation or the way in which people speak, often conveys more than what they say.

The results of research indicate that children will learn to use a second language pattern when they understand the need for it. Language patterns and habits appear to be related to certain social prestige. This has significance for educators in developing a favorable attitude toward language in relation to social acceptance. Research studies also have shown that a person's need to express himself physically in violence decreases as his facility to express himself orally increases.

It is important to emphasize that oral language grows out of the child's experiences, both firsthand and vicarious. It is his opportunity to express his own reactions and opinions. To talk, for example, a child must have something to talk about. Educators believe that, through use of dramatization, self-consciousness gives way to poise, and children grow naturally in their ability to speak and listen intelligently. Whenever possible, the development of language expression should be based upon the actual experiences of children both in the classroom, through the various subject fields and in the home and community. The teacher must keep in mind that emphasis on "how" to speak rather than on "what" one has to say could jeopardize the outcome of successful communication. Therefore, the teacher should provide activities for pupils that will enable them to grow in ability to express themselves clearly and creatively. This publication deals with such activities as they relate to oral English. Description of specific examples in other subject fields are provided in separate publications. However, use of oral language is an integral part of the school program and applies to all aspects of the curriculum.

In the affective domain, oral language attempts to deal with the development of desirable attitudes, behavior, values, and the judgment of qualities. Yet the pupil must develop many basic skills to achieve these goals. Once a pupil learns that he "can" use speech effectively, the teacher must assure that he "does."

The descriptions of situations and questions presented in this publication will assist the teacher in providing opportunities for the child to react through oral language and in evaluating his responses as they reflect the child.

CATEGORIES OF BEHAVIORAL OBJECTIVES[1]

An analysis of the levels of behavior within the affective domain reveals the following sequence in development:

1.0 Receiving

2.0 Responding

3.0 Valuing

4.0 Organization

5.0 Characterization by a Value Complex

The development within each area of the sequence is dependent upon achievement at each step, beginning at the lowest level and building upon a continuum to the most complex level.

Receiving

This category involves the development of a beginning awareness by the pupil that something exists and continues, through his willingness to receive to his ability in maintaining controlled or selected attention. Awareness, as a subcategory, may almost be classified as a cognitive behavior. However, it is not concerned with memory, nor with the ability to recall something. It is concerned with a consciousness of the situation. Willingness to receive is a level at which the pupil exhibits an acceptance and a tolerance for something. Yet it does not indicate a mastery of it. Controlled or selected attention implies that the child has made a selection and has focused his attention upon something. He is able to "tune out" all distortions and to concentrate on his selection.

Responding

This category implies that the pupil has acquired the ability to attend actively. The three subcategories within this area, in sequence are: (1) acquiescence in responding, at which level there is conformity or obedience in a given situation; (2) willingness to respond, which involves the child's participation on a voluntary basis; and (3) development of a satisfaction in responding. As is in each preceding level, responding involves each subcategory. It also may include a beginning stage of expressing emotion, such as enthusiasm.

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[1]Krathwohl, Bloom, and Basia, op. cit.

Valuing

This category involves the pupil's acceptance of a concept of worth--that something has value. It implies the acquisition of tenets of a belief or of an attitude. The pupil indicates some readiness for and internalization of a value. This lowest level is followed by a second level, in which the pupil develops some commitment beyond the acceptance of a value to that of pursuit of the values. The highest level within valuing involves an actual commitment. At this level, the pupil is convinced and is willing to try to convince others of his position. He associates himself with a group and exhibits loyalty to his commitment.

Organization

When the pupil has reached this point, he has internalized some values to the level of beginning to organize them into a sequence. He has some understanding of the interrelationship of the values and some recognition of those that are more important and influential. At this level, conceptualization becomes evident. The ability of the individual to generalize and to make abstractions emerges. There is also evidence of recognition of some values, beliefs, and emotions as well as of their interrelationship.

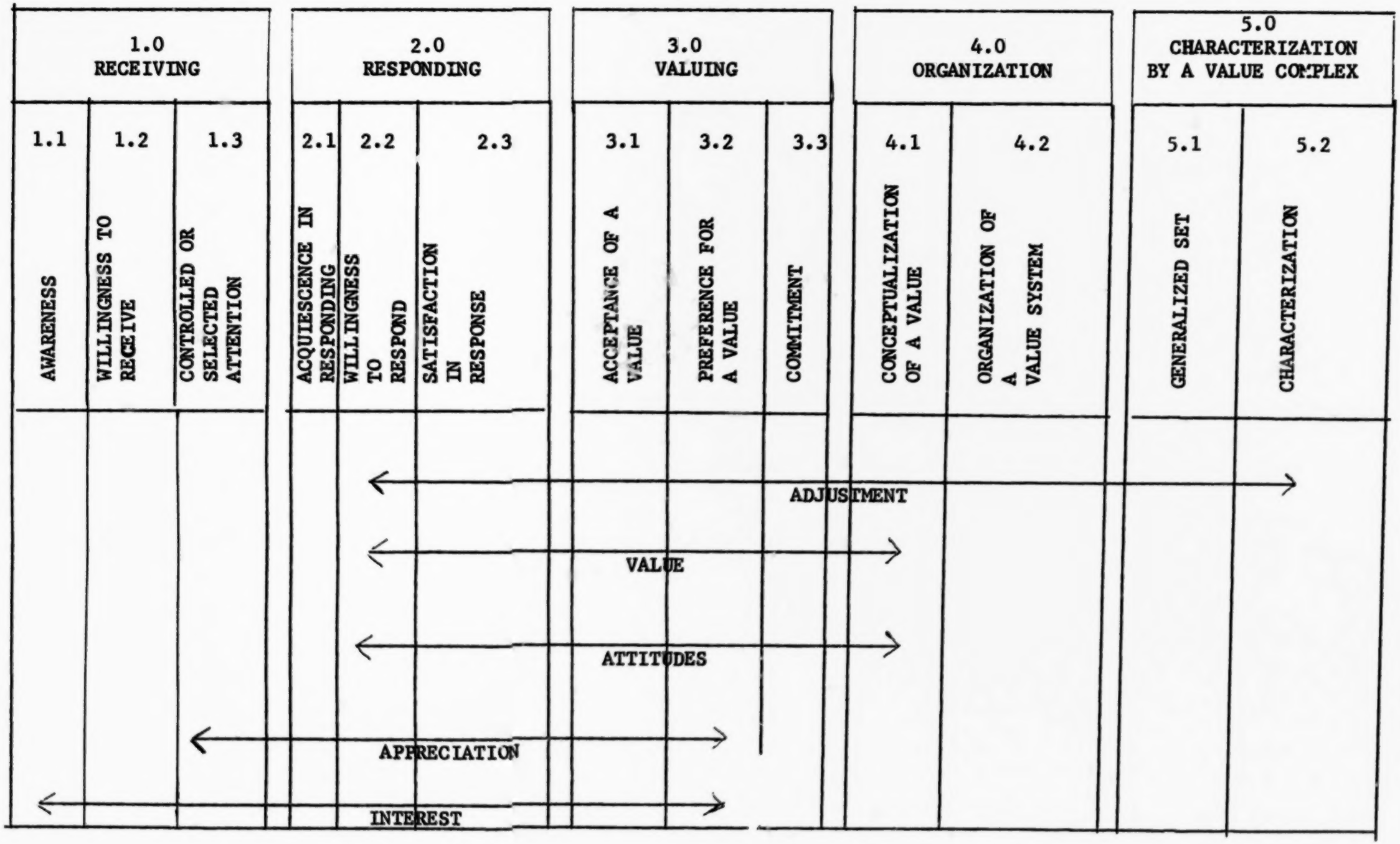
Characterization by a Value or Value Complex

At this point on the continuum, the child has internalized values as he sees them. He responds according to this internalization to the level at which he may be identified as exhibiting these specific characteristics as part of his behavorial pattern. He also has internalized with some degree of consistency his beliefs, attitudes, ideas, and appreciations.

## KINDS OF BEHAVIOR IN AN AFFECTIVE CONTINUUM

In general, the kinds of behavior that are noted in an affective continuum include demonstration of interests, attitudes, values, appreciation, and adjustment. Although these areas in themselves provide too broad a base upon which to design a sequence, they serve as a point of departure in identifying characteristics that would develop. These range from simple to complex to abstract and, finally, to the more pervasive traits of the affective domain.

RANGE OF MEANING TYPICAL OF COMMONLY USED AFFECTIVE TERMS MEASURED AGAINST THE TAXONOMY CONTINUUM[1]




[1]Krathwohl, Bloom, and Masia, op. cit.,

Interests

The objectives in this area range from the pupil's simply having developed an awareness that something exists to a genuine search for it. This behavior seems to be identified with the beginning levels on the continuum. It appears to be necessary to beginning reaction in the affective domain. The behavior continues to develop through the level of valuing but does not seem to be necessary at the upper levels.

Appreciation

The objectives of appreciation seem most important once interest has been established and the pupil has demonstrated some preferences. The behavior would not be placed either at the highest nor at the lowest levels of the taxonomy, but seems to have greatest implications at the responding and valuing levels.

Attitudes and Values

These terms refer to emotions and feelings as expressed by an individual. Their expression implies a commitment, with an ability to verbalize the attitude and the sense of values. Evidence of attitudes and values usually are obvious, beginning with the level of responding and continuing through the lower level of the area of organization on the continuum.

Adjustment

This level concerns the ordering of a way of looking at life. It is a more complex area and involves an inner balancing of self-concept and self-ideal. Adjustment usually is concerned with the social relationship between two persons.

On the chart on page fifteen, an overlay is presented of the kinds of behavior as they relate to the affective domain of the taxonomy.

QUESTIONING AS A SKILL

Basic to learning is the ability to ask questions. The effectiveness with which questions are presented will depend upon the teacher's understanding of (1) the reasons for them and (2) his consciousness of the kinds of questions that may be necessary to elicit the appropriate response. The more skilled the teacher is in guiding children's learning through the use of various kinds of questions, the greater will be their depth of learning.

Sanders stated:

> Attention to definitions, generalizations, and values is vitally important in framing good questions, for four reasons. First, this form of knowledge is generally the most important--the most worthy of learning. Second, teachers will find it much easier to compose questions that require a variety of intellectual activities if they concentrate on generalizations and values. Third, educational research indicates that widely applied generalizations and values are less likely to be forgotten than most other forms of knowledge. Fourth, educational psychologists who have studied the 'transfer of training' conclude that the best way to prepare students for an unknown future is to instruct them in the use of generalizations and values that are likely to have fruitful application.[1]

There is value to a question only when it is used for the first time. Once it has been answered, it is the responsibility of the teacher to help children use the information that has been gained in many ways. As the information is provided, it should be considered carefully for the purpose of reorganizing so that it will be useful in other situations. It is through this reorganization that new questions are posed and additional insights are gained. It is because of the thinking which is required that stimulates better kinds of questions and the development of deeper insights.

Although teachers ask the majority of the questions in the classroom, perhaps the best kind of progress results from the ability of children to learn to formulate and use questions as they seek information. As the teacher encourages pupils to ask questions, they will formulate them in terms of their individual needs and depth of understanding. The results aid the teacher who is concerned with individual differences within the classroom.

## REVIEW OF THE FORMAT

In the Behaviors column of the chart beginning on page 1 are listed educational goals and objectives as they apply to the affective domain; however, items in the Teacher Questions column are stated in the cognitive as well as the affective domain. In the latter column are described possible ways of providing opportunities for pupils to become involved in using oral English so that the teacher can evaluate in terms of the affective domain.

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[1] Norris M. Sanders, Classroom Questions: What Kinds? (New York: Harper and Row, 1966), pp. 24-25.

The teacher may use activities relating to the cognitive domain as a means of bringing about changes in the affective domain. In achieving the values associated with the latter, the teacher can provide information and arrange learning activities in oral English at various cognitive levels intended to change the pupil's attitudes. Next, the teacher can evaluate the child's responses to determine the level of performance in the affective domain. This process, of course, has obvious limitations.

In other instances, the teacher can use an affective goal as a means to achieve a cognitive purpose, such as by developing an interest in specific material so a pupil will learn to use it. Krathwohl, Bloom, and Masia state that ". . .the attainment of a goal or objective of one domain is viewed as a means to the attainment of a goal or objective in the other."[1] They further state that the wise teacher, as well as the psychological theorist, uses cognitive goals to attain those which are affective. In some instances, it is impossible to tell whether the affective goal is being used as a means to a cognitive goal, or vice versa. Krathwohl, Bloom, and Masia suggest that perhaps the purposes are being sought simultaneously. They also indicate that ". . .interests, attitudes, and personality characteristics all are assumed to develop relatively slowly and to be visible in appraisal techniques only over long periods of time, perhaps even years."[2] However, they further state it is more probable that the "lower" objectives in both the cognitive and affective domain " ". . .are likely to be learned more rapidly and more easily than objectives which fall into the later and 'higher' categories."[3] Whether the learning takes place slowly or rapidly, it is important and useful for the teacher to have as a reference a classification of both the affective and the cognitive objectives and behaviors. These will indicate the assumptions and conditions needed for change in pupil behavior in relation to the different types of objectives that are to be achieved.

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[1]Krathwohl, Bloom, and Masia, op. cit., p. 54

[2]Loc. cit.

[3]Ibid., p. 19

RELATIONSHIPS BETWEEN TWO DOMAINS IN THE TAXONOMY[1]

| COGNITIVE | AFFECTIVE |
|---|---|
| 1. The cognitive continuum begins with the pupil's recall and recognition of Knowledge. (1.0) | 1. The affective continuum begins with the pupil's merely Receiving (1.0) stimuli and passively attending to them. It extends through his more actively attending to the stimuli, |
| 2. It extends through his Comprehension (2.0) of the knowledge, | 2. His Responding (2.0) to stimuli on request, willingly responding to these stimuli, and taking satisfaction in this responding, |
| 3. His skill in Application (3.0) of the knowledge that he comprehends, | 3. His Valuing (3.0) the phenomenon or activity so that he voluntarily responds and seeks out ways to respond, |
| 4. His skill in Analysis (4.0) of situations involving this knowledge, | 4. His Conceptualization (4.1) of each value responded to, |
| 5. His skill in Synthesis (5.0) of this knowledge into new organizations, | 5. His Organization (4.2) of these values into systems and, finally |
| 6. His skill in Evaluation (6.0) in that area of knowledge to judge the value of materials and methods for given purposes. | 6. His organizing the value complex into a single whole, a Characterization (5.0) of the individual. |

[1]Krathwohl, Bloom, and Masia, op. cit., pp. 49, 50.

OBJECTIVES: TO DEVELOP THE ABILITY TO COMMUNICATE ORALLY
- Hearing and Using Skills of Oral Language

TO DEVELOP ATTITUDES, INTERESTS, AND VALUES THROUGH THE USE OF ORAL LANGUAGE

| BEHAVIORS | TEACHER QUESTIONS |
|---|---|
| 1.0 RECEIVING | |
| 1.1 Awareness<br><br>The teacher's responsibility is to "capture" the pupil's attention--almost a cognitive behavior. The kind of response indicates the pupil's level of awareness.<br><br>- Is conscious of language as a means of communication.<br><br>- Begins to be aware of language as satisfying a need to do something about something which concerns him.<br><br>- Is becoming aware that not all persons share his point of view. | 1.1<br><br>Teacher: "That was a very good fire drill this morning. WHY DO YOU THINK WE WERE SO PROMPT?"<br><br>(Pupil's responses might include, "We paid attention to the signal.")<br><br>Teacher: "Yes, sounds are important to us at school. WHAT ARE SOME OF THE SOUNDS THAT HELP US?"<br><br>(Pupil's responses might include examples of such sounds as bells, buzzers, sirens, and whistles.)<br><br>Teacher: "HOW DO THESE SOUNDS HELP US?"<br><br>"WHAT DO THEY TELL US?"<br><br>"WHAT WOULD WE DO IF WE DIDN'T HAVE THESE SOUNDS?"<br><br>(Pupil's responses might be phrased as "If. . .then."<br><br>Teacher: "WOULD IT BE EASIER OR MORE DIFFICULT FOR US TO BE WITHOUT THESE SOUNDS?" "IN WHAT WAYS?" |

| BEHAVIORS | TEACHER QUESTIONS |
|---|---|
| 1.1 Awareness (cont.)<br><br>- Is conscious of, or becomes aware of, others as having different interests from his. | 1.1. (cont.)<br><br>Teacher: "CAN YOU THINK OF A WORD THAT DESCRIBES WHAT THESE SOUNDS DO FOR US?"<br><br>(Pupil's responses might include, "Sounds are a way of letting us know something. Sounds are a way of communicating.")<br><br>Teacher: "Sometimes we want to say more than these sounds are able to tell us."<br><br>"WHAT OTHER WAYS DO WE HAVE TO COMMUNICATE WITH PEOPLE TO LET THEM KNOW WHAT WE WANT TO TELL THEM?"<br><br>(Pupil's responses might include, "We speak and write. We express ourselves in these ways through the use of language." |

| BEHAVIORS | TEACHER QUESTIONS |
|---|---|
| 1.2 <u>Willingness to Receive</u> (willing to tolerate a stimulus, not avoid it)<br><br>It is the teacher's responsibility to provide many listening activities and opportunities for the pupil to select--appears to be a cognitive behavior.<br>-<br>- Accepts the fact that others have something to say.<br><br>- Listens to what is said by others.<br><br>- Understands that someone has something to say and does not "tune out."<br><br>- Takes note of the different ways in which other persons express selves.<br><br>- Listens in different types of situations, such as during conversation, discussion, reporting, accounting, and storytelling.<br><br>- Participates in activities which involve a reception of ideas, as in situations of the types referred to above. | 1.2<br><br>Teacher: "DO YOU REMEMBER HOW WE DECIDED WE COULD HELP MRS. JACKSON, OUR NURSE, LEARN YOUR NAMES WHEN SHE VISITS US TODAY?"<br><br>(Pupils recall that they decided to wear name cards.)<br><br>Teacher: "LISTEN FOR YOUR NAME. WHAT CAN YOU DO THAT WILL HELP YOU TO HEAR YOUR NAME WHEN MRS. JACKSON CALLS YOU?"<br><br>(Pupils' responses might include references to the importance of looking at the person who is talking and of listening courteously.)<br><br>Teacher: If these responses are not forthcoming, the teacher might say, "HOW WILL THE NURSE KNOW YOU WANT TO HEAR WHAT SHE SAYS? WHERE SHOULD YOU LOOK WHEN SOMEONE IS SPEAKING TO YOU? WHY IS THIS HELPFUL AND COURTEOUS?<br><br>WHAT OTHER WAY CAN YOU SHOW THAT YOU ARE A GOOD LISTENER?"<br><br>1.2<br><br>Pupils listen to the teacher as she reads aloud from selections of literature, relating to sounds with ideas, such as "Every city is full of exciting sounds."[1] "He could hear the wind sing. And he could feel the wind on his face, on his eyes, on his little black nose."[2] "I hear sounds everywhere around me."[3] |

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[1] Ann Grifaloconi, <u>City Rhythms</u> (Indianapolis, Indiana: Bobbs-Merrill, 1965).

[2] Else Homelund Minarik, <u>Little Bear's Friend</u> (New York: Harper and Brothers, 1960).

[3] Helen Borton, <u>Do You Hear What I Hear</u>? (New York: Abelard-Schuman, 1960). 3

| BEHAVIORS | TEACHER QUESTIONS |
|---|---|
| 1.2 (cont.)<br><br>- Begins to appreciate cultural patterns of other members in group. | 1.2 (cont.)<br><br>Teacher: "WHAT KINDS OF SOUNDS DID YOU HEAR? HOW ARE THEY DIFFERENT?"<br><br>(Pupils' responses might include references to the following kinds of sounds: loud sounds, soft sounds, musical sounds, low sounds, sounds with feeling, and squeaky sounds.)<br><br>Teacher: "WHAT ELSE DID YOU NOTICE ABOUT SOUNDS? HOW DID THEY MAKE YOU FEEL?"<br><br>(Pupils' responses might include references to the ideas that some sounds had patterns or rhythm; some sounds were frightening; and some sounds made them feel happy.)<br><br>Teacher: "WHAT DO YOU THINK OF WHEN YOU THINK OF A LOUD SOUND?"<br><br>(Pupils' responses might include references to noises created when men pick up trash barrels, a jet airplane prepares to take off, and a door is slammed.)<br><br>Teacher: "WHAT DO YOU THINK OF WHEN YOU HEAR A SOFT SOUND?"<br><br>(Pupils' responses might include references to the purring of a kitten; a mother humming while rocking her baby; and the singing of a hymn at church.) |

| BEHAVIORS | TEACHER QUESTIONS |
|---|---|
| 1.3 <u>Controlled or Selected Attention</u><br><br>It is the teacher's responsibility to provide opportunities for children to apply principles learned in one area to another similar area.<br><br>- Listens with understanding of what is being said.<br><br>- Listens to respond to what is said.<br><br>- Listens for relationships of sounds of words.<br><br>- Listens for descriptive vocabulary in stories and poems, such as adjectives or verbs. | 1.3<br><br>Teacher: "WHAT SOUNDS OTHER THAN A PERSON'S VOICE CAN TELL YOU WHO THAT PERSON IS?"<br><br>(Pupils might include in their responses references to such sounds as a person's cough, cry, sneeze, laugh, sigh, and footsteps.)<br><br>Teacher: "MANY OF YOU ARE PREPARING YOUR PART FOR OUR FLAG DAY PROGRAM. HOW CAN YOU USE YOUR VOICE TO SHOW HOW YOU FEEL ABOUT YOUR PART IN THE PROGRAM? HOW WILL YOUR FEELING OR MOOD BE IMPARTED TO YOUR AUDIENCE?"<br><br>"LET'S LISTEN TO SEVERAL PEOPLE SPEAK TO SEE IF WE CAN DETERMINE A WAY OF USING YOUR VOICE THAT IS BEST FOR YOU . . .DID THE PERSON'S VOICE VARY, DEPENDING ON THE SITUATION? HOW?"<br><br>(Pupils' responses might include references to the ideas that a speaker seems to talk more slowly when he is serious or sad, or when he is addressing a group; that a speaker tends to speak more rapidly when he is excited or is talking to one person.)<br><br>Teacher: If these responses are not forthcoming, the teacher might ask, "WHEN THE SPEAKERS WERE TALKING RAPIDLY, WHAT MOOD DID THEY CONVEY? WHEN THEY WERE SPEAKING MORE SLOWLY, WHAT DID YOU NOTICE?" This approach could be extended to questions regarding intensity, quality, and pitch of speech.<br><br>Teacher: "ROBERT, YOU TOLD US THAT YOU RECEIVED A NEW PET FOR YOUR BIRTHDAY. THE BOYS AND GIRLS WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT HIM." |

| BEHAVIORS | TEACHER QUESTIONS |
|---|---|

1.3 (cont.)

(Questions from children might include those listed below.)

"What is the pet's name?"
"Is your pet furry?"
"What kind of a pet do you have?"
"How big is your pet?"
"Will he get bigger?"
"What kind of house does he have?"
"Where does he sleep?"
"What does he eat?"
"How old is he?"
"Where did you get him?"
"What kind of fun do you have with him?"
"Is he friendly?"
"How does he feel?"
"Why is his tail so long?"
"Does he make noise? What kind?"

Teacher: "HOW COULD WE FIND THE ANSWERS TO THESE QUESTIONS?"

(Pupils' responses might indicate that Robert could provide some of the answers; they could observe the pet to find out some answers; they could feel and touch him to discover other answers; they could listen to him; and they could read books to learn more about his habits.)

Teacher: If answers of these types are not forthcoming, the teacher might say, "HOW COULD WE USE OUR EYES AND EARS TO HELP US?"

| BEHAVIORS | TEACHER QUESTIONS |
|---|---|
| 2.0 RESPONDING (reaction to a suggestion; seeks out activity and gains satisfaction from working with it)<br><br>2.1 <u>Acquiesence in Responding</u> (responds with obedience--compliance)<br>Since this low level of responding is rarely a level specified in educational objectives, the teacher's questions in this category are directed toward improving the level of the pupil's responses.<br><br>- Is negative in response.<br><br>- Responds with fewest ideas and suggestions possible.<br><br>- Responds with little enthusiasm.<br><br>- Uses the common courtesies in speaking.<br><br>- Speaks when spoken to.<br><br>- Responds if a need to respond is felt. | 2.1<br><br>Teacher: To encourage individual pupils to respond, the teacher might ask questions that relate personally to them, such as, "JOHN, I SAW YOU HAVING SUCH A GOOD TIME AT THE FESTIVAL YESTERDAY. WILL YOU TELL US ABOUT IT?"<br><br>"MARY, YOU HAVE A PRETTY NEW RIBBON IN YOUR HAIR. WAS IT A GIFT?"<br><br>"Scott, that was a fine catch during our softball game today. The way you caught it reminded me of Vin Scully's description of. . .'catching a ball as if he were picking an apple off a tree.' HOW DID IT FEEL TO DO SO WELL AT SUCH AN IMPORTANT TIME IN THE GAME?"<br><br>Teacher: "Today, junior high school students visit our classroom to help orient us for our trip to their school. HOW CAN WE MAKE THEM FEEL WELCOME: HOW CAN WE SHOW THEM WE ARE INTERESTED IN WHAT THEY HAVE TO SAY?"<br><br>(Pupils responses might include references to ideas of greeting them courteously, being friendly, giving their attention to the speaker, waiting until the speaker finishes before they begin to speak, and thanking guests for coming.)<br><br>Teacher: "In this picture of people working at their jobs, each person is doing something that helps to make the finished product. LOOK CAREFULLY TO SEE WHAT EACH PERSON IS DOING." |

| BEHAVIORS | TEACHER QUESTIONS |
|---|---|
| 2.1 (cont.)<br><br>- Does not accept the responsibility to respond, unless required to do so. | 2.1<br><br>(Pupils; responses might include comments like those listed below.)<br><br>"One man is sorting the material."<br>"One man is painting small parts."<br>"A woman is sewing materials."<br>"One woman is inspecting the product."<br><br>Teacher: "WHAT IS THE MOST IMPORTANT WORD IN EACH SENTENCE IN RELATION TO WHAT THE PERSON IS DOING?"<br><br>(Pupils would select sorting, painting, sewing, and inspecting.)<br><br>Teacher: "WHY ARE THESE WORDS IMPORTANT IN A SENTENCE? WOULD YOUR SENTENCE BE COMPLETE WITHOUT THESE WORDS? AS WE OBSERVE OUR ACTIONS TODAY, LET'S SEE HOW MANY DIFFERENT KINDS OF ACTIONS WE CAN TALK ABOUT." |

| BEHAVIORS | TEACHER QUESTIONS |
|---|---|
| 2.2 Willingness to respond (voluntary activity, self-reinforcing to pupil)<br><br>The teacher's responsibility is to be aware of pupil's interests and to provide opportunities for pupils to respond in a social situation<br><br>- Volunteers a response of own will.<br>- Contributes ideas which involve some creativity. | 2.2<br><br>Teacher: "In reading such books as Shadow of a Bull,[4] The Talking Leaf,[5] Dobry,[6] Henri's Hands for Pablo Picasso,[7] and Nomusa and the New Magic,[8] we have discovered how various characters achieved success. WHY DO YOU THINK THESE PEOPLE WERE SUCCESSFUL IN LIFE?"<br><br>"WHAT ARE SOME THINGS THAT YOU THINK WOULD GIVE SATISFACTION TO THESE PEOPLE IN THEIR WORK?"<br><br>"WHAT DO YOU THINK THE WORD 'VOCATION' MEANS?"<br><br>"WHAT ARE SOME WAYS IN WHICH YOU MIGHT LIKE TO EARN A LIVING WHEN YOU GROW UP?"<br><br>"WHAT ABILITIES AND TRAINING WOULD YOU NEED TO ACHIEVE THESE GOALS?"<br><br>"IN WHAT WAYS WOULD YOU CONTRIBUTE TO SOCIETY? IN WHAT WAYS WOULD YOU GAIN?" |

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[4]Helen Kay, pseud., Hands for Pablo Picasso (New York: Abelard-Schuman, 1960).

[5]Maia Mojciechowska, Shadow of a Bull (New York: Atheneum, 1964).

[6]Weyman B. Jones, Talking Leaf (New York: Dial Press, 1964).

[7]Monica Shannon, Dobry (New York: Viking Press, 1934).

[8]Reba Paeff Mirsky, Nomusa and the New Magic (Chicago: Follett, 1962).

| BEHAVIORS | TEACHER QUESTIONS |
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| 2.2 (cont.)<br><br>- Participates in conversations and discussions.<br><br>- Volunteers to report or to explain a situation. | 2.2 (cont.)<br><br>Teacher: "WILL IT BE NECESSARY TO MAKE SACRIFICES TO ACHIEVE THESE GOALS? WHAT KINDS OF SACRIFICES WOULD BE NEEDED?"<br><br>"WHY IS IT IMPORTANT TO GIVE SERIOUS CONSIDERATION TO CHOOSING YOUR LIFE'S WORK?"<br><br>"HAVE ANY OF THESE BOOKS INFLUENCED YOUR CHOICE OF WHAT YOU WOULD LIKE TO BE WHEN YOU ARE AN ADULT?"<br><br>Teacher: "You have been listening carefully to each other during our discussions. You have found that frequently you disagree with each other. WHAT ARE SOME WAYS TO SHOW SOMEONE IN A COURTEOUS MANNER THAT YOU DO NOT AGREE WITH HIS STATEMENTS?"<br><br>(Pupils' responses might include those listed below.)<br><br>"I'm sorry, but I don't think it happened exactly like that."<br>"I would like to disagree with the last point made."<br>"I feel that a further or deeper explanation of _____ would help to clarify the meaning."<br>"I don't think that's right."<br>"Have you also thought of. . .tried. . . ?"<br>"I would like to add something to Henry's statement."<br>"Well, you may be right in this case, but. . . ."<br>"Wait until he has finished talking and then speak." |

| BEHAVIORS | TEACHER QUESTIONS |
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2.2 (cont.)

Teacher: "HOW WILL THIS APPROACH HELP TO MAKE OUR DISCUSSIONS MORE INTERESTING?"

Teacher: "SOMETIMES, IT'S FUN TO PRETEND. IN THE BOOK, To Think That I Saw It On Mulberry Street,[9] HOW DID THE BOY PRETEND? WHAT DO WE MEAN BY IMAGINATION? HOW IS THIS DIFFERENT FROM WHAT WE ACTUALLY SEE? WHAT OTHER STORIES CAN YOU THINK OF IN WHICH THE AUTHOR USED HIS IMAGINATION? TODAY, WE ARE GOING TO USE OUR IMAGINATIONS."

"PRETEND THAT YOU ARE AN INANIMATE OBJECT, SUCH AS A SCALE, A CANDY MACHINE, A JUMP ROPE, A STOP-AND-GO LIGHT, A SWINGING DOOR, OR A TOY SOLDIER."

"WHAT ARE SOME QUESTIONS YOU COULD ASK YOURSELF SO THAT YOU COULD PRETEND YOU ARE THAT OBJECT?"

(Pupils' responses might include those listed below.)

"What would I do?"
"How would I feel?"
"What would I use for eyes, hands, and other parts of my body?"
"Would my life be exciting or monotonous?"
"Could I play tricks on people?"
"What funny things might happen to me?"

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[9] Theodor Seuss Geisal, And to Think That I Saw It On Mulberry Street (New York: Vanguard Press, 1937).

| BEHAVIORS | TEACHER QUESTIONS |
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| | 2.2 (cont.)<br><br>Teacher: "Robert did a fine job when he told us the story about his trip to visit his grandparents. I felt as if I were really there. WHY DO YOU THINK WE ENJOYED HIS STORY SO MUCH?"<br><br>(Pupils' responses might indicate that Robert made his story interesting, that it wasn't too long, and that he made it exciting.)<br><br>Teacher: "HOW DID ROBERT MAKE HIS STORY EXCITING?"<br><br>(Pupils' responses might include those listed below.)<br><br>"He used his voice to express his enthusiasm."<br>"He told us many facts about his trip."<br>"He told us how he felt when things happened."<br>"I liked the way he told just what he and the airplane pilot said to each other and the way he described his conversation with the pilot."<br>"He kept the sequence of his trip in proper order." |

| BEHAVIORS | TEACHER QUESTIONS |
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| 2.3 <u>Satisfaction in Response</u><br>(is accompanied by an emotional response of pleasure, zest, or enjoyment; may not be overtly displayed)<br><br>The teacher's responsibility is to be aware of and to evaluate children's responses to certain activities, such as "I like the way. . . . That was fun. I'd like to do that again," and to observe pupils' reactions, such as laughing at something funny, applauding, or being engrossed in an activity.<br><br>- Enjoys conversing with others.<br><br>- Selects descriptive and colorful vocabulary when responding.<br><br>- Reads orally and reviews selections from literature for others.<br><br>- Uses interesting ways to respond orally.<br><br>- Widens horizons of interest in order to participate in discussions and conversations. | 2.3<br><br>Teacher: "I noticed that Dean and Jack had different reactions to the rain this morning. WHY DO YOU THINK PEOPLE FEEL DIFFERENTLY ABOUT THE RAIN? WHEN WE READ STORIES ABOUT RAIN IN <u>I Wonder How, I Wonder Why</u>,[10] <u>The Sun, the Wind, the Sea, and the Rain</u>,[11] and <u>Rain Drop Splash</u>,[12] DID THESE AUTHORS EXPRESS THEMSELVES IN THE SAME WAY? HOW DID EACH AUTHOR DESCRIBE THE RAIN?"<br><br>"CAN YOU TOUCH THE RAIN? HOW DOES IT FEEL?"<br><br>"HOW DOES RAIN AFFECT YOUR MOOD?"<br><br>"DOES THE RAIN HAVE COLOR? HOW CAN YOU TELL?"<br><br>"CAN YOU SMELL THE RAIN? HOW DOES IT SMELL?"<br><br>"WHAT DO YOU HEAR WHEN IT RAINS?"<br><br>"HAVE YOU EVER BEEN IN THE RAIN WHEN THE SUN WAS SHINING. . . WHEN THERE WAS HEAVY FOG?"<br><br>"CAN YOU THINK OF A TIME WHEN THERE WAS TOO MUCH OR TOO LITTLE RAIN?"<br><br>"HOW DO YOU FEEL WHEN IT RAINS? TELL US." |

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[10]Aileen Lucia Fisher, <u>I Wonder How, I Wonder Why</u> (New York: Abelard-Schuman, 1962).

[11]Miriam Schlein, <u>Sun, the Wind, the Sea, and the Rain</u> (New York: Abelard-Schuman, 1962).

[12]Alvin R. Tresselt, <u>Rain Drop Splash</u> (New York: Lothrop, Lee and Shepard, 1946).

| BEHAVIORS | TEACHER QUESTIONS |
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| 3.0 VALUING (relates to pupil's attitude that something has worth, based on his own criteria)<br><br>The teacher's responsibility is to model desirable outcomes and goals. Values which enable the individual to live with the ideals of society may differ. | |
| 3.1 <u>Acceptance of a Value</u><br><br>The teacher's responsibility is to be aware of a repetition of the pupil's action or response in relation to beliefs or values. He should observe such behaviors as pursuing activities, identifying character whom he admires, and taking initiative to find out what others think about a subject.<br><br>- Develops a sensitivity to language patterns.<br><br>- Develops an interest in using words to convey meaning.<br><br>- Begins to develop a feeling for the value of selecting vocabulary with care. | 3.1<br><br>Teacher: "You wrote some very descriptive sentences in your stories yesterday. Let's look at some of them."<br><br>(The teacher presents examples of three well-constructed sentences and one poorly constructed sentence, such as those listed below.)<br><br>Tom jumped <u>quickly</u> when the bear trap snapped.<br>She plays the piano <u>beautifully</u>.<br>The woman talked <u>excitedly</u> about her good luck.<br>(The young boy answered polite.)<br><br>"IN THE FIRST THREE SENTENCES, WHAT DID YOU NOTICE ABOUT THE WORD THAT DESCRIBES HOW THE PERSON DID SOMETHING? YOU UNDERLINE THE WORD. WHAT DO WE CALL THESE WORDS?<br><br>"WHAT DO YOU NOTICE ABOUT THE LAST SENTENCE? HOW IS IT DIFFERENT? IS THE WORD THAT TELLS 'HOW' USED CORRECTLY? DOES IT FIT THE PATTERN?<br><br>"HOW WOULD YOU CHANGE THE LAST SENTENCE SO IT WOULD BE AS DESCRIPTIVE AS THE OTHER SENTENCES?" |

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| 3.1 (cont.)<br><br>- Listens for new vocabulary and begins to use it in own conversation.<br><br>- Learns to use more complex sentences when speaking. | 3.1 (cont.)<br><br>Teacher: "Boys and girls, sometimes it is necessary to listen very carefully in order to see how something is different. Listen to these sentences. TELL US 'WHO' DID SOMETHING IN EACH SENTENCE: MY MOTHER WENT TO THE STORE. THE BOY LAUGHED AT THE CLOWN. JEAN IS COMING TO MY PARTY."<br><br>(Pupils' responses would identify mother, boy, and Jean.)<br><br>Teacher: "IS THERE ANY QUESTION IN YOUR MIND WHO THE PERSON IS IN EACH SENTENCE?"<br><br>"LET'S BREAK THE SENTENCE INTO TWO PARTS."<br><br>(Pupils could use wordcards or answer orally. For example, a pupil might say, "My mother went to the store.")<br><br>Teacher: "WHAT PART OF THE SENTENCE TELLS WHO WE ARE TALKING ABOUT?"<br><br>"WHAT PART OF THE SENTENCE TELLS US WHAT THE PERSON DID?"<br><br>"NOW LISTEN TO THIS SENTENCE: "MY MOTHER SHE WENT TO THE STORE."<br><br>"IS THERE A WORD IN THIS SENTENCE THAT IS NOT NECESSARY? WHY IS IT UNNECESSARY?"<br><br>(Pupils might respond that they already know who the person is and that the additional pronoun is not necessary.) |

| BEHAVIORS | TEACHER QUESTIONS |
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| 3.2 <u>Preference for a Specific Value</u> (characterized by pupil's pursuing or seeking out of a value)<br><br>The teacher should be aware of <u>consistency</u> of choice in relation to selection of values.<br><br>- Seeks out peers to draw into conversation.<br><br>- Uses sentences of a more complex nature.<br><br>- Increases in ability to talk about one point and then to progress to another. | 3.2<br><br>Teacher: "JOHN, I HEARD THE BICYCLE AREA LOOKED DIFFERENT THIS MORNING. IF THE BICYCLES WERE SOLDIERS, HOW WOULD YOU DESCRIBE THEM?"<br><br>(Pupil's response might be, "Yes, the bicycles looked like lines of tin soldiers standing at attention.")<br><br>Teacher: "THAT WAS A VERY VIVID DESCRIPTION. HOW DID JOHN HELP US TO VISUALIZE THE BICYCLES?"<br><br>(Pupil's response might be, "He used a simile; he compared the bicycles to something that resembled them.")<br><br>Teacher: "LET'S LISTEN TO SOME STORIES WE KNOW TO SEE HOW THE AUTHORS USED SIMILES TO PRESENT A PICTURE."<br><br>The teacher reads the following from <u>Nacar, the White Deer</u>,[15] "The blue waters of the bay lay like a piece of rumpled silk under the sun of a mid-morning."<br><br>"You are beautiful," Viceroy told the deer. "Your hooves and horns are like pearl, like conch nacar, the pearl inside a shell. I shall name you Nacar." |

[15] Elizabeth Borton de Trevino, <u>Nacar the White Deer</u>, op. cit.

| BEHAVIORS | TEACHER QUESTIONS |
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3.2 (cont.)

The teacher reads the following from The Wave.[16] "There was a burst of foam like a blaze of sheet lightning."

The teacher reads the following from Tales of Hodja, "That stick was like my right hand."

(Pupils' responses might include statements like those listed below.

"Similes often help us to make our language more colorful."
"Similes help our listener or reader to visualize better the picture we are trying to portray."
"The author's similes helped us to know what he was thinking and how he felt."

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[16] Margaret Hodges, The Wave, op. cit.

[17] Charles Downing, Tales of the Hodja (New York: Hanry Z. Walck, 1965).

| BEHAVIORS | TEACHER QUESTIONS |
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| 3.3 Commitment (achieved when pupil's value endures over period of time and he shows deep involvement)<br><br>The teacher should be aware of how much time and energy are devoted to the value by the pupil as well as of his actions in relation to the values.<br><br>- Uses language to best of ability in all language-oriented situations.<br>to convince<br>to persuade<br>to advertise<br><br>- Becomes skilled in manipulating language patterns. | 3.3<br><br>Teacher: "WE HAVE READ MANY STORIES THAT YOU SEEMED TO ENJOY. WHEN YOU TELL OR WRITE STORIES, WHY DO YOU THINK THE OPENING OR BEGINNING SENTENCE IS SO IMPORTANT? HOW DOES IT MAKE THE STORY MORE ENJOYABLE?"<br><br>(Pupils' responses might indicate that the opening sentence often sets the mood for the story, focuses listener's attention, and makes the listener or reader want to learn more.)<br><br>Teacher: "IN THE OPENING SENTENCE OF A PLACE BY THE FIRE,[18] 'FOR THE FOURTH TIME THAT AFTERNOON, DONALD CAUGHT HIS EYES DRAWN CURIOUSLY TO THE GRIM FACE OF HIS STEPFATHER,' WHAT THOUGHTS HAS THE AUTHOR PLACED IN YOUR MIND?"<br><br>(Pupils' responses might include, "What kind of a man is the stepfather? Is his stepfather worried or angry about something? Has Donald done something he shouldn't have?")<br><br>Teacher: "HOW DOES THE AUTHOR USE THE OPENING SENTENCE IN HONKER VISITS THE ISLAND[19] TO GAIN THE ATTENTION OF HIS LISTENER OR READER? IT READS:"<br>"A long time ago, many things happened to the earth about us. . . ." |

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[18] William MacKellar, A Place by the Fire (New York: David McKay, 1965).

[19] Doris Van Liew Foster, Honker Visits the Island (New York: Lothrop, Lee & Shepard, 1962).

| BEHAVIORS | TEACHER QUESTIONS |
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| 3.3 (cont.)<br><br>- Volunteers to participate as a discussion leader, to present a report, or to make an announcement. | 3.3 (cont.)<br><br>Teacher: "HOW DO ADVERTISERS USE THE ATTENTION-GETTING TECHNIQUE?"<br><br>"WHAT OTHER PEOPLE CAN YOU THINK OF WHO UTILIZE THE OPENING SENTENCE FOR THIS PURPOSE?"<br><br>(Pupils' responses might include references to lawyers, song writers, and speakers at meetings.)<br><br>Teacher: "WHAT WAYS CAN YOU THINK OF TO MAKE YOUR OPENING SENTENCES MORE EFFECTIVE?" |

| BEHAVIORS | TEACHER QUESTIONS |
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| 4.0 ORGANIZATION (demonstrates the beginnings of building a value system) | |
| 4.1 <u>Conceptualization</u> (requires use of process of abstraction and generalization; largely cognitive)<br><br>The teacher should be aware of pupil's comparative evaluations of values to observe whether he is forming judgments in relation to several of his values.<br><br>- Recognizes the importance of accuracy in use of vocabulary to convey ideas.<br><br>- Feels a responsibility to use oral language to convey ideas.<br><br>- Evaluates language usage of other pupils in terms of his own. | 4.1 (Especially for areas in which pupils' usage is not that of standard English. For pupils in upper grades only.)<br><br>Teacher: "MANY PEOPLE SPEAK MORE THAN ONE LANGUAGE, OR MORE THAN ONE DIALECT OF A LANGUAGE. WHAT ARE SOME EXAMPLES OF OCCASIONS WHEN A PERSON MIGHT NEED TO USE MORE THAN ONE LANGUAGE?"<br><br>(Pupils' responses might indicate the need for more than one language when traveling; when one language is spoken at home and a different language is spoken at school and at a place of employment; and when a listener only understands one dialect or language.)<br><br>Teacher: "LISTEN TO THE VOICES OF THESE TWO PERSONS" (COULD BE TAPED). "YOU WILL HEAR THE SAME CONVERSATION TWICE. FIRST, YOU WILL HEAR THE CONVERSATION IN A WAY THAT IS MORE FAMILIAR TO YOU. WHEN THE CONVERSATION IS REPEATED, IT WILL NOT SOUND AS FAMILIAR. AS YOU LISTEN, ASK YOURSELF, "WHAT IS SIMILAR ABOUT THE WAY IN WHICH THE PERSONS SPEAK IN BOTH CONVERSATIONS? WHAT IS DIFFERENT? WHAT DO WE CALL THIS DIFFERENCE?" (DIALECT OR NATIVE TONGUE) "HOW MANY DIFFERENT WAYS CAN YOU THINK OF SAYING CERTAIN WORDS OR PHRASES? WHY DO YOU THINK PEOPLE SPEAK DIFFERENTLY?" |

| BEHAVIORS | TEACHER QUESTIONS |
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| 4.1 (cont.)<br><br>- Transfers knowledge of grammatical principles into usage.<br><br>- Understands that there are many dialects but recognizes the need to use the one which is best understood and used in his general speech community. | 4.1 (cont.)<br><br>Teacher: "HAVE YOU EVER NOTICED THE LANGUAGE THAT IS USED IN MOST BOOKS AND EDUCATIONAL FILMS, AND BY TELEVISION AND RADIO ANNOUNCERS?"<br><br>"WHY IS IT IMPORTANT TO BE ABLE TO SPEAK MORE THAN ONE WAY?"<br><br>"WHAT WOULD HAPPEN IF YOU COULD SPEAK ONLY IN ONE WAY AND IT WAS NECESSARY FOR YOU TO COMMUNICATE WITH SOMEONE WHO SPOKE DIFFERENTLY? WOULD THE ABILITY TO SPEAK IN ONLY ONE WAY BE A HINDRANCE? HOW?"<br><br>Teacher: "EVERYONE SEEMED INTERESTED THIS MORNING WHEN WE WATCHED THE TELEVISION PROGRAM ABOUT_____." "HOW DID YOU FEEL WHEN YOU WERE WATCHING THE PROGRAM?"<br><br>(Pupils' responses might indicate feelings of excitement, happiness, sadness, fear, or an emotion as it related to the program viewed.)<br><br>Teacher: "HOW WOULD YOU FEEL IF YOU WERE THE PERSON WHOM YOU SAW IN THE PROGRAM?"<br><br>(Pupils' responses might make reference to feelings mentioned above, and to such feelings as bravery, strength, pride, and apprehension.) |

| BEHAVIORS | TEACHER QUESTIONS |
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| | 4.1 (cont.)<br><br>Teacher: "WE EXPRESS OUR FEELINGS IN MANY WAYS. WHEN WE TALK ABOUT OUR FEELINGS, IT HELPS OTHERS TO UNDERSTAND US BETTER."<br><br>"WHEN WE READ AMIGO,[20] WHAT KIND OF FEELING DID FRANCISCA'S MOTHER PORTRAY WHEN SHE SAID THE FOLLOWING?"<br><br>"Come Francisco, my son.<br><br>Tell me why your eyes are sad,<br><br>My little one."<br><br>(Pupils' responses might include reference to feelings of love, warmth, understanding, and compassion.)<br><br>Teacher: "HOW DID THE AUTHOR EXPRESS THE PEOPLE'S FEELING BEFORE, DURING, AND AFTER THE TIDAL WAVE IN THE WAVE?"[21] |

[20] Byrd Baylor Schweitzed, Amigo (New York: Macmillan, 1963).

[21] Margaret Hodges, The Wave, op. cit.

| BEHAVIORS | TEACHER QUESTIONS |
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| | 4.1 (cont.)<br><br>Teacher: "HOW DID THE BOY IN NACAR, THE WHITE DEER[22] EXPRESS HIS FEELINGS WHEN HE DISCOVERED THAT THE KING WAS GOING TO KILL THE DEER? HOW DID HE SHOW HIS STRONG EMOTIONS?"<br><br>"IN THESE EXAMPLES, HOW DID THE PERSON'S EXPRESSION OF HIS FEELING HELP BOTH THE SPEAKER AND THE LISTENER? HOW WILL THIS HELP YOU TO EXPRESS YOUR FEELINGS AND EMOTIONS?" (The teacher should provide opportunities for pupils to express their feelings with regard to activities related to themselves.)<br><br>Teacher: "ARE THERE ANY CHARACTERS IN THIS STORY WHOM YOU FEEL KNOW YOUR OWN FRIENDS ALMOST AS WELL AS YOU DO?"<br><br>"LAST WEEK, MANY OF YOU EXPRESSED A DESIRE TO WORK WITH THE YOUNGER CHILDREN ON THE PLAYGROUND. LET'S REVIEW SOME OF THE SENTENCES THAT YOU USED WHEN WE WERE PLANNING THE PROGRAM." (The teacher repeats the following statements.)<br><br>"I WANT TO TEACH THE GIRLS HOW TO JUMP ROPE."<br>"MAY I TEACH THE FIRST GRADER'S HOW TO THROW THE LARGE BALL?"<br>"WILL YOU TEACH ME HOW TO SET UP THE EQUIPMENT?"<br><br>Teacher: "IN THESE SENTENCES, WHAT SIMILAR ACTION IS EXPRESSED?"<br><br>"WHAT IS ANOTHER WAY OF SAYING THAT YOU WANT TO TEACH SOMETHING?"<br><br>(Pupils responses might include, "I want to tell something to someone. I want to show how to do something.") |

[1]Elizabeth Borton de Trevino, Nacar, the White Deer, op. cit.

| BEHAVIORS | TEACHER QUESTIONS |
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| | 4.1 (cont.)<br><br>Teacher: "WHEN WE WERE DISCUSSING THE MOST RECENT SPACE FLIGHT, YOU USED THESE SENTENCES."<br><br>"I WANT TO LEARN HOW THE ENGINE WORKS."<br>" "I'D LIKE TO LEARN HOW THE OXYGEN IS CONTROLLED."<br>"IF I LEARN MORE ABOUT SPACE TRAVEL, I MIGHT BE AN ASTRONAUT."<br><br>Teacher: "WHAT SIMILAR ACTION IS REFERRED TO IN THESE SENTENCES?"<br><br>"WHAT OTHER WAYS CAN YOU SAY THAT YOU WANT TO LEARN SOMETHING?"<br><br>(Pupils' responses might include, "I want to find out about something. I want to gain knowledge. I want to gain information. I want to know about. . . .") |

| BEHAVIOR | TEACHER QUESTIONS |
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| 4.2 Organization of a Value System (brings together a pattern of values in an ordered relationship)<br><br>The teacher should offer opportunities for the pupil to test and organize his values.<br><br>- Understands the better ways to employ language to its fullest in saying something.<br><br>- Pursues the study of language and language usage by comparing the contents of books written during different periods of history.<br><br>- Is interested in and seeks out the history of vocabulary and knowledge of changes in word meanings. | 4.2<br><br>Teacher: "WE HAVE DISCUSSED THE MANY CHANGES IN OUR LIVES THAT ARE A RESULT OF DISCOVERIES IN SCIENCE AND TECHNOLOGY. HOW DO SUCH DISCOVERIES AFFECT OUR LANGUAGE?"<br><br>(Pupils' responses might indicate that new words need to be created, such as "television;" and that old words take on more than one meaning, such as "capsule."<br><br>Teacher: "WHAT ARE SOME OTHER FACTORS THAT HAVE AFFECTED LANGUAGE USAGE?"<br><br>(Pupils' responses might indicate that increased contacts with other parts of the world tend to change many words or expressions; and that our own culture has absorbed some parts of all of the many languages that people brought with them to this country.)<br><br>Teacher: "WHAT WORDS AND EXPRESSIONS DO WE USE THAT OUR PARENTS OR GRANDPARENTS DID NOT USE?"<br><br>"WHAT DO 'WE' HAVE TO DO WITH CHANGE?"<br><br>"WHAT ARE YOUR PREDICTIONS FOR THE FUTURE IN THE FIELD OF LANGUAGE?"<br><br>(The teacher provides opportunities for pupils to create new words or signs.) |

| BEHAVIORS | TEACHER QUESTIONS |
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| 5.0 CHARACTERIZATION BY A VALUE COMPLEX (demonstrates the formulation of a philosophy of life, rarely achieved at school level)<br><br>5.1 Generalized Set (is that establishes an internal consistency to use of a system of attitudes and values at a given moment)<br><br>The teacher should provide situations that will enable the pupil to evaluate how objectively he regards a problem; how systematically he plans; how he examines evidence before making a decision; whether he considers his action before he acts; whether he is able to revise opinions previously held when current evidence calls for revision; whether he can take a deeper view of a problem; and whether he approaches a problem with care, objectivity, and confidence. | 5.1<br><br>Teacher: "WE HAVE BEEN ANXIOUS TO EVALUATE HOW WELL WE MAKE OUR LISTENERS WANT TO HEAR WHAT WE HAVE TO SAY. TODAY, WE WILL LISTEN TO THE VOICES OF THREE WELL-KNOWN PEOPLE WHO HAVE BEEN SUCCESSFUL IN USING THEIR VOICES TO CONVEY THEIR THOUGHTS AND FEELINGS." (COULD BE ON TAPE, OR A RADIO OR TELEVISION PROGRAM.)<br><br>Teacher: "WHAT DID YOU NOTICE ABOUT THE WAY IN WHICH THESE PEOPLE SPOKE?"<br><br>(Pupil's responses might indicate that the speakers seemed to be sincere, conveyed their ideas, enunciated so you could understand them, and chose their words carefully.)<br><br>Teacher: "WHAT DID YOU NOTICE ABOUT THE FEELING WHICH THE SPEAKERS HAD IN RELATION TO THEIR SUBJECTS? DID THEY SHOW SUCH FEELINGS AS SINCERITY, SORROW, HAPPINESS, DISAPPOINTMENT, CONVICTION, OR EXCITEMENT IN THEIR VOICES? WHAT WORDS DID THEY USE TO EXPRESS THESE FEELINGS?"<br><br>"WHAT OTHER WAYS DID THE SPEAKERS KEEP YOU INTERESTED?"<br><br>"IN WHAT WAYS WERE OUR SPEAKERS SIMILAR? IN WHAT WAYS WERE THEY DIFFERENT? WHAT DO WE MEAN WHEN WE SAY, 'EACH SPEAKER WAS UNIQUE'? WHAT DOES THIS TELL US ABOUT THE WAY EACH OF US SHOULD SPEAK?"<br><br>"WHAT SUGGESTIONS WOULD YOU OFFER TO IMPROVE THE PRESENTATIONS OF THE THREE SPEAKERS?" |

| BEHAVIORS | TEACHER QUESTIONS |
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| 5.1 (cont ) | 5.1 (cont.) |
| - Develops a desirable attitude toward good language usage. | Teacher: "WHY DO YOU THINK SPEAKING IN THIS MANNER IS IMPORTANT? WHAT SIGNIFICANCE DOES LANGUAGE HAVE SOCIALLY AND ECONOMICALLY? IF TWO APPLICANTS WERE APPLYING FOR A POSITION AND WERE EQUALLY TRAINED, EXCEPT IN THE ABILITY TO SPEAK WELL, WHICH PERSON DO YOU THINK WOULD BE HIRED? WHY?"<br><br>Teacher: "HAVE YOU EVER FELT THAT YOU DON'T SPEAK AS WELL AS YOU WOULD LIKE? WHAT CAN YOU DO ABOUT IT?"<br><br>Teacher: "HERE ARE SOME IDEAS TO HELP US FURTHER EVALUATE OUR SPEECH HABITS: HOW WOULD A PERSON'S VOICE DIFFER WITH HIS SUBJECT, SUCH AS DESCRIBING A BASEBALL GAME OR LEADING THE SALUTE TO THE FLAG?"<br><br>(Pupils illustrate the differences.)<br><br>Teacher: "HOW WOULD YOU ALTER THE LOUDNESS AND SOFTNESS OF YOUR VOICE, DEPENDING ON WHETHER YOU WERE ON THE PLAYGROUND, IN A CLASSROOM, IN A CHURCH, OR IN THE LUNCH AREA? WHY?"<br><br>Teacher: "WE HAVE DISCUSSED MANY WAYS OF SPEAKING. WHY DO YOU THINK THERE IS A STANDARD PATTERN IN ENGLISH USAGE?"<br><br>(Pupils' responses might indicate that this usage enables people to achieve the maximum in communication and that there would be constant misunderstanding if every person used a different pattern.)<br><br>If these responses are not forthcoming, the teacher might say, "IF YOU, MARY, AND I EACH ESTABLISHED A WAY OF COMMUNICATION THAT WAS NOT IN HARMONY WITH THE OTHER, WHAT COULD HAPPEN?" |

| BEHAVIORS | TEACHER QUESTIONS |
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| 5.2 <u>Characterization</u><br>(indicates a value system having as its object the whole of what is known or knowable)<br><br>The teacher should observe to what degree the pupil's character or philosophy permeates his actions and behavior.<br><br>- Employs correct usage of language in own conversation; makes an effort to use standard patterns in written language. | 5.2<br><br>Teacher: "WE HAVE SPOKEN ABOUT PRIDE IN APPEARANCE, IN OWNERSHIP, AND IN ONE'S WORK AND PLAY. IF YOU WANT TO DO SOMETHING WELL, SUCH AS PLAY BASEBALL OR SEW, WHAT WOULD YOU DO TO HELP YOURSELF?"<br><br>(Pupil's responses might indicate that they would find good models to observe, try to imitate the models, learn and practice the necessary skills, and then do their very best with their own abilities.)<br><br>Teacher: "TELL HOW YOU IMPROVED A SKILL IN WHICH YOU WERE INTERESTED."<br><br>"HOW DOES THIS APPLY TO ORAL LANGUAGE?"<br><br>"CAN YOU THINK OF SOMEONE WHOSE ABILITY TO SPEAK HAS HELPED HIM TO BECOME SUCCESSFUL?"<br><br>"WHAT DO THE 'MAGIC AND POWER OF WORDS' MEAN TO YOU?"<br><br>Teacher: "IT IS IMPORTANT TO UNDERSTAND WHAT OTHER PEOPLE SAY AND ESPECIALLY THE STATEMENTS OF GREAT LEADERS. FOR EXAMPLE, WHAT DID JOHN F. KENNEDY MEAN WHEN HE SAID, 'ASK NOT WHAT YOUR COUNTRY CAN DO FOR YOU--ASK WHAT YOU CAN DO FOR YOUR COUNTRY'?"<br><br>"HOW DID PRESIDENT KENNEDY USE HIS POWER OF SPEECH TO INFLUENCE PEOPLE'S THINKING?<br><br>"HOW ARE THESE POWERS DEVELOPED? |

| BEHAVIORS | TEACHER QUESTIONS |
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| | 5.2 (cont.)<br><br>Teacher: "HOW WOULD YOU FEEL IF YOU WERE INVITED TO SPEAK TO OR VISIT WITH A GROUP OF PEOPLE WHOM YOU DID NOT KNOW WELL . . .IF YOU KNEW YOU SPOKE CREATIVELY AND USED ACCEPTABLE SPEECH. . .IF YOU KNEW YOU DID NOT?<br><br>Teacher: "TELL WAYS IN WHICH YOU THINK THAT YOU AND YOUR LISTENER WOULD BENEFIT FROM SPEAKING CLEARLY, ENTHUSIASTICALLY, AND CREATIVELY."<br><br>Teacher: "HOW DO YOU FEEL WHEN YOU HAVE DONE A GOOD JOB OF INTRODUCING NEW FRIENDS. . .GIVING A REPORT OR DIRECTION. . . TELLING A STORY. . .READING A STORYBOOK. . .PARTICIPATING IN A DISCUSSION. . .HELPING SOMEONE UNDERSTAND SOMETHING BETTER OR ENJOY SOMETHING MORE BECAUSE YOU COMMUNICATED WITH HIM EFFECTIVELY?" |

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